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ABSTRACT

This collection of activities and games is a supplement to "The Language Guide for Elementary Mohawk." These activities and games provide additional classroom practice for the topical language components in the companion book. The vocabulary encompasses names, singular commands, colors, numbers, foods, animals, clothing, household, money, seasons, and body parts. Examples are provided to illustrate how each activity can be used. Each activity lists the materials needed, procedure for using them, teaching method, variations, and illustrations in the form of pen-and-ink drawings. (Author/AMH)

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KANIENKEHAKA TIONTENIENTENSTAKWA

Activities and Games

(A supplement to "A Language Guide for Elementary Mohawk")

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ACTIVITIES AND GAMES

PAGE

I PURPOSE.....1

II DESCRIPTION.....1

III FORMAT EXPLANATION.....1

IV TOPICS:

A. Names.....2

B. Singular Commands.....6

C. Numbers.....10

D. Colors.....13

E. Nouns in simple sentences.....15

1. Clothing.....16

2. Animals.....22

3. Foods.....24

4. Household.....27

5. Money.....33

6. Seasons.....35

F. Inalienable Possessive Pronouns (with body parts).....38

V ALL PURPOSE ACTIVITIES.....43

VI A "TEACHING MACHINE".....52

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PURPOSE:

The purpose of the Activities and Games supplement to the LANGUAGE GUIDE FOR ELEMENTARY MOHAWK, is to provide language games and activities for the Mohawk Language teacher to use as elementary instructional methods in the classroom.

DESCRIPTION:

The activities and games listed and described in this booklet provide the Mohawk Language teacher with additional classroom practice for the topical language components as listed in 4.0c of A LANGUAGE GUIDE FOR ELEMENTARY MOHAWK.

The vocabulary encompasses names, singular commands, colors, numbers, foods, animals, clothing, household, money, seasons, and body parts.

Selection of the teaching vocabulary for each activity and game is left to the discretion of the teacher, however, examples are provided to illustrate how each may be used.

Illustrations are provided where appropriate in each topical area.

FORMAT:

Each activity lists the materials needed, procedure for using them teaching method, also any variations and illustrations where they are appropriate.

NAMES

NAMES

THE NAME GAME Purpose: To carry on a conversation

Materials: none

Directions:

One person is designated by the teacher as "it". This person goes from one person to another asking very quickly "Naho:ten iesa"iats? The person that is asked must respond immediately with __(name)__ iontiats. "It" does not leave a time span for the players to think about the answer. Each player must respond as soon as asked. The first player that does not respond quickly to the question becomes "it".

Sample conversational pattern:

Q. Naho:ten iesa:iats?
A. Onwa:ri iontiats.

Q. Onwa:ri ken iesa:iats?
A. Iah Onwa:ri teiontiats.

NAMES

SEVEN UP Purpose: To carry on a conversation

Materials: none

Directions:

Seven children (or any number can be chosen) are selected by the teacher to come to the front of the room. Those at their desks are to put their heads down. The 7 move around the room, each quietly touching one of the heads down. As a child is touched, he/she raises a hand to indicate that he/she has been selected.

When the seven return to the front, those at their desks are instructed to put their heads up (and hands down). Those seven (touched) stand and each one is given three guesses to determine who touched him/her. If a child guesses correctly he/she takes the place of the one who touched him. When all seven who were touched make their three guesses, the game continues.

Sample conversational pattern

Q. Atónwa í:se ken?

A. Hén, í:i. or Iáh, í:i teken.

Q. Kor í:se ken?

A Iáh, í:i teken.

NAMES

Purpose: Conversation

DOGGIE AND THE BONE

Materials: student's chair, an object such as an eraser to serve as a "bone."

Direction:

One student is selected to be "it". "It" sits on the chair in the front of the room facing away from the players. The teacher gives the "bone" to one of the players who then places it under "its" chair. When this has been done and the player has returned to his/her seat, all of the players may tell the person that is "it" that they are ready.

"It" turns around and asks the players one at a time if they were the ones that put the "bone" under the chair. "It" has three chances to guess. If he/she guesses the right one, then that player becomes "it". If he/she does not guess correctly, he/she is "it" again.

Sample conversational pattern:

Q. Nor, i:se' ken?

A. Nah, i:i thi:ken or Nen, i:i.

COMMANDS

COMMANDS

ON COMMAND Purpose: response to spoken word

Materials: Tagboard, scissors, ruler, paste, magazines, (magic markers).

Procedure:

Cut about twenty pieces (or as many as needed) from the tagboard. Each piece should be about 8" x 6". Select pictures depicting the commands that are being taught, cut them out and paste a picture on each piece of tagboard. The pictures might be drawn on the tagboard, with magic markers, instead of cutting them from magazines.

Method:

Hold the cards up one at a time. As each card is held up, choose a student to name and act out the command. If the student gets it correct, give him/her the card. Call on the students (giving everyone a turn) until all of the cards are distributed. The one collecting the most cards wins the game.

Sample Vocabulary:

sákien	téstàn
satkáhtho	tesaráhtat
saiéshon	tesenónniahkw
satíta'	tesahsénto
sèn:ta'w	tesasárok

*The above commands might be adapted for teaching plural commands (for more than one student) in a game form.

COMMANDS

BINGO COMMAND Purpose: picture association

Materials: Tagboard, scissors, ruler, magic marker.

Procedure:

Cut as many pieces as needed from the tagboard, making each piece about 12"x9". With the magic marker, rule off three squares down and five across. In each square draw a stick figure of the commands that you are teaching. Make each Bingo card in a different way by placing command stick pictures at random. No two Bingo cards should be exactly the same.

Cut smaller squares, approximately 2"x2" and draw corresponding stick figures on each square.

Method:

Distribute the playing cards (Bingo cards) and the smaller matching cards. The teacher says a command. The students place the corresponding picture card on the Bingo playing card. The first student to get a row of correct pictures wins the game.

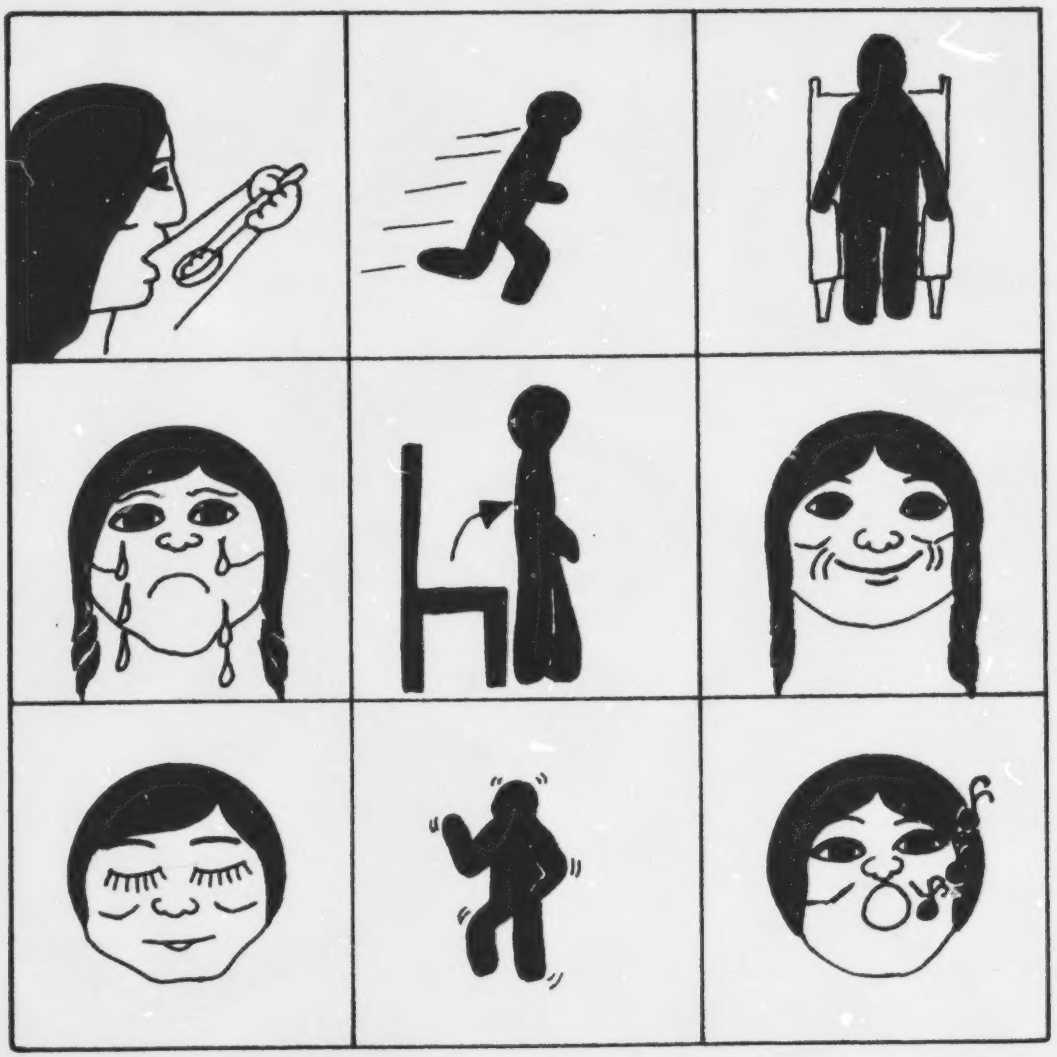
Variation:

Instead of using the smaller cards for matching the Bingo card, chips might be used. The student would place a chip on the picture that the teacher called.

TEWATSWAT

BINGO BOARD

STICK FIGURE PICTURES



NUMBERS

NUMBERS

NUMBER LOTTO Purpose: word/symbol association

Materials: Tagboard, scissors, ruler, magic marker

Procedure:

Make playing cards for each student by cutting 8"x 11" pieces from the tagboard. Divide each card into squares so that there are nine squares. Draw a number in each square. Cut small 1" squares from the tagboard and write corresponding numbers on them. There should be several small squares.

Method:

Provide each student with a playing card and small squares. The teacher says a number in Mohawk. The players place a small numbered square on the playing card if they have it. The student who fills his/her card first wins the game. Each student should be able to say the numbers on the playing card.

Sample playing card:

1	3	5
2	6	7
9	4	8

Numbered squares:

NUMBERS

A NUMBER GAME Purpose: word/symbol association

Materials: Number cards approximately 8" x 6".

Procedure:

Have the students place their chairs in a circle. There should be enough chairs for all except one student. The student chosen to be "it" stands in the center of the circle (without a chair). The teacher gives everyone in the circle a card with a number on it. "It" calls two numbers in Mohawk. Those students having these two numbers quickly exchange places while the person in the center, "it", tries to get a seat. If "it" succeeds in getting a seat, then the person left without a chair becomes "it" and gives the number card to the seated student.

COLORS

COLORS

COLOR BINGO Purpose: Color Association

Materials: Tagboard, scissors, colored paper, magic marker, paste, chips.

Procedure:

Cut as many pieces as needed from the tagboard, making each piece about 12" by 9". With the magic marker rule off three squares down and three across. Cut various colored circles from colored paper. These circles should be about 1" in diameter and cut as many as needed. Paste a colored circle in each of the nine squares - one color/ square.

Method:

Provide each student with a bingo card and several playing chips. (These chips can be any small objects or pieces of paper for marking the correct place on the bingo card). The teacher says a color and each student finds the corresponding color on the card, placing a chip on that color. The first student to get three in a row and can say those colors correctly, wins the game.

NOUNS IN SIMPLE SENTENCES

CLOTHING

CLOTHING

CLOTHING OBSERVATION GAME Purpose: Word/Association

Materials: None

Procedure:

One student is selected to be "it". This student is asked to leave the room. The other students choose one item of clothing e.g. oià:kara'. Call the student back into the room and have him/her guess which item of clothing has been chosen.

Sample conversation:

Q. Oià:kara' ken?

A. Hén, oià:kara' ki:ken.

or

Iáh, oià:kara' thi:ken.

Variation:

The student that is "it" can select an item of clothing that he/she has on and the other students can take turns guessing. The one that guesses right can be "it".

*The above game might be varied to include conversation using the pronouns my and your e.g. akwanòn:warore', sanòn:warore'.

CLOTHING

BULLETIN BOARD TEACHING GAME Purpose: Picture association

Materials: Colored paper, scissors, catalogs.

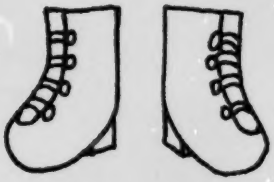
Procedure:

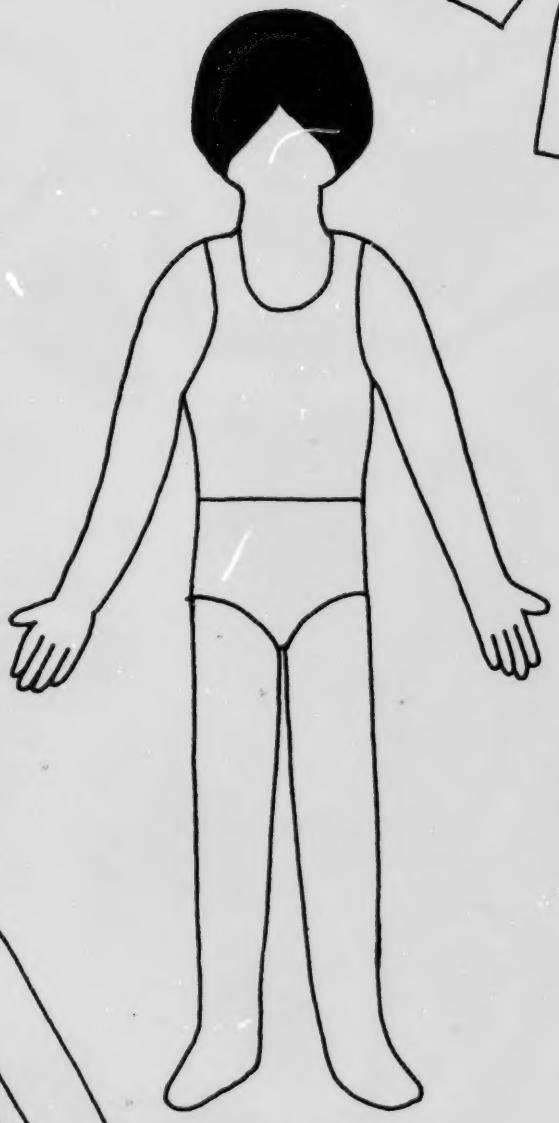
Place colored paper on bulletin board for background. Cut out such items as trees, grass, flowers, sun. Cut out two people (may be outline figures from the colored paper). Surround each of them with clothing items such as hat, coat, boots/shoes, gloves. Cut from the catalog.

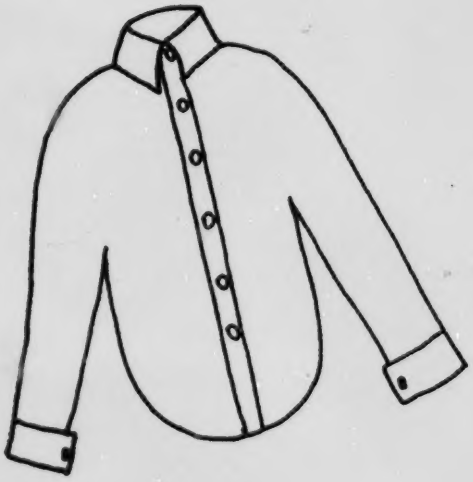
Method:

To use as a teaching game, the teacher selects a student to choose one clothing item. The student names the item and places on the cut-out person. The game continues until all the items are named. If the student does not name the item correctly, he/she loses a turn.

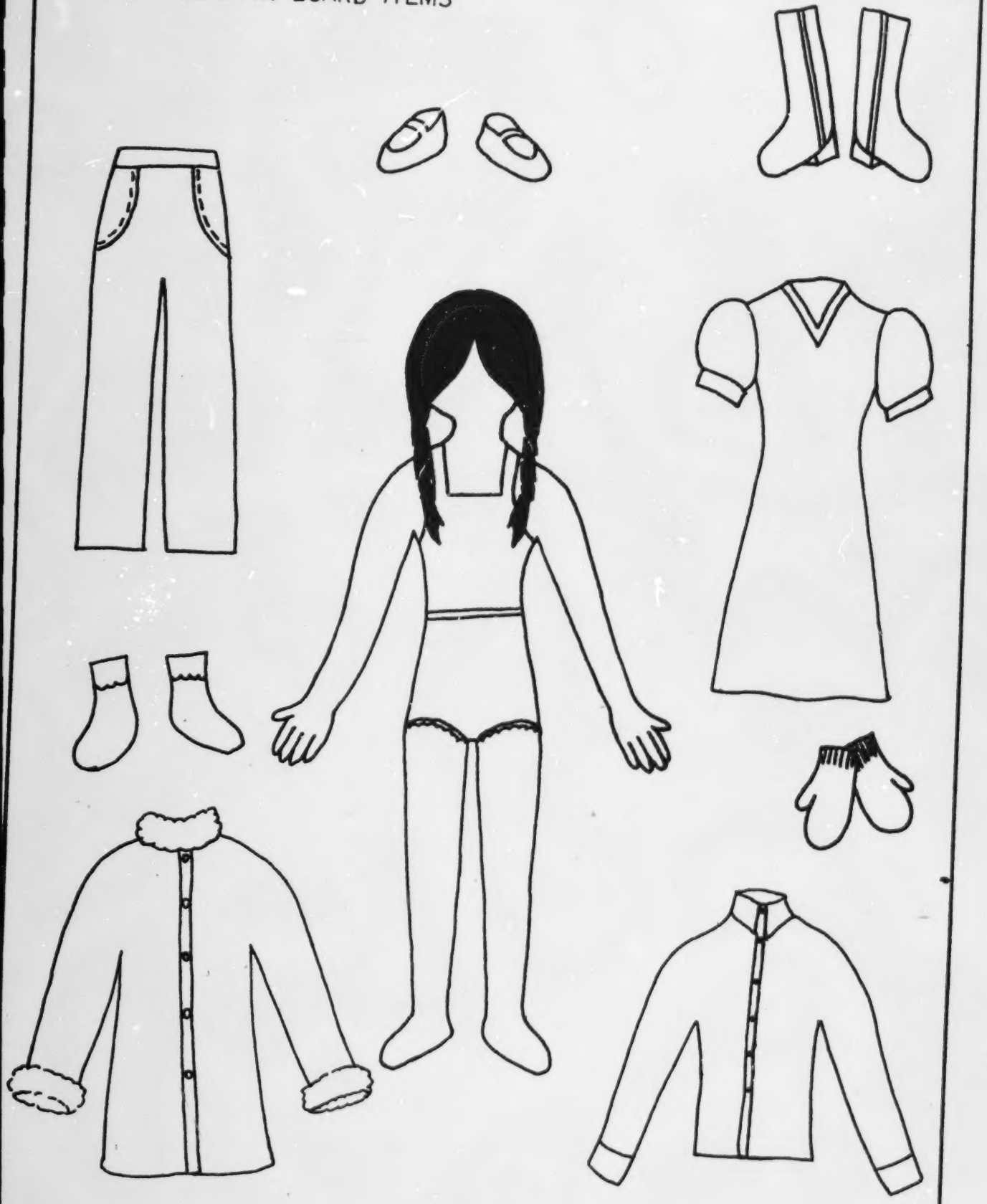
SAMPLE BULLETIN BOARD ITEMS







SAMPLE BULLETIN BOARD ITEMS



ANIMALS

ANIMALS

KNOCK, KNOCK Purpose: Oral/Object Association

Materials: Pictures of animals (those that you are teaching) cut from magazines or commercially prepared.

Procedure:

Give each student a picture of an animal. One student is chosen to start the game. He/she goes to another student's desk and knocks. The child that knocked shows his/her picture so that all can see. The child at the desk asks what it is. If the answer is correct, the seated child gets a turn to knock at another's desk and ask the same question. If the answer is incorrect, the first child may knock at someone else's desk.

Sample conversation:

"It": Naho:ten ki:ken?

Student: Okwa:ri ken ki?

or

Student: So:ra ken ki?

"It": Hen, so:ra ki.

or

Iah, so:ra thi:ken.

FOODS

FOODS

MENU GAME Purpose: Conversational Practice

Materials: 15" x 12" oaktag or construction paper, paste, scissors, magazines.

Procedure:

Fold the oaktag down the middle so that it can be opened like a menu. Cut and paste pictures, of those food items that you are teaching, inside the "menu"/ Have as many menus as students.

Method:

Give each child a menu. Ask each one what he/she likes from the menu that he/she has.

Sample vocabulary:

Teacher: Nahò:ten se:ka's? Nahò:ten isehre'?

Student: Wake:ka's owihstohsera tánon kanà:taro.

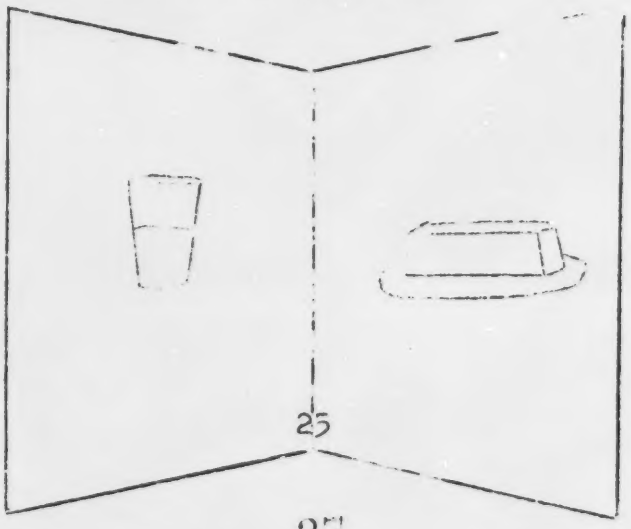
Vocabulary to be presented at a later time:

Teacher: Nahò:ten rawe:ka's?

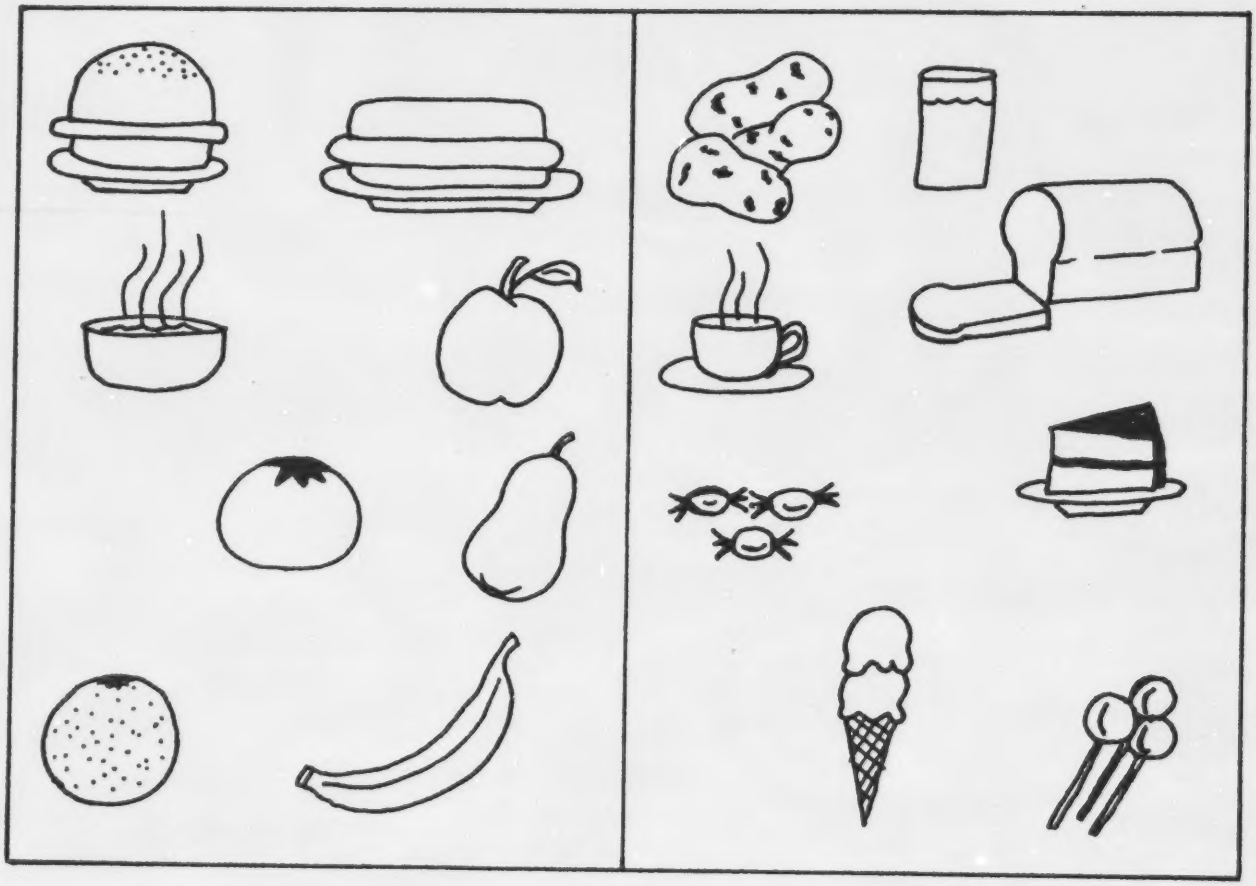
Nahò:ten iakawe:ka's?

Menu:

Pictures-



SAMPLE MENU



HOUSEHOLD

HOUSEHOLD

IN THE HOUSE GAME Purpose: Associate Word with Object

Materials: Large tagboard or cardboard - a piece large enough to draw in the rooms of the house e.g. living room, kitchen etc. Magazines, paste, scissors, tape.

Procedure:

On the large tagboard, outline the rooms that you are going to be using. Cut household items from the magazines that can provide background and objects for each room. Objects might be a chair, table, rug etc. Paste in the background items.

Method:

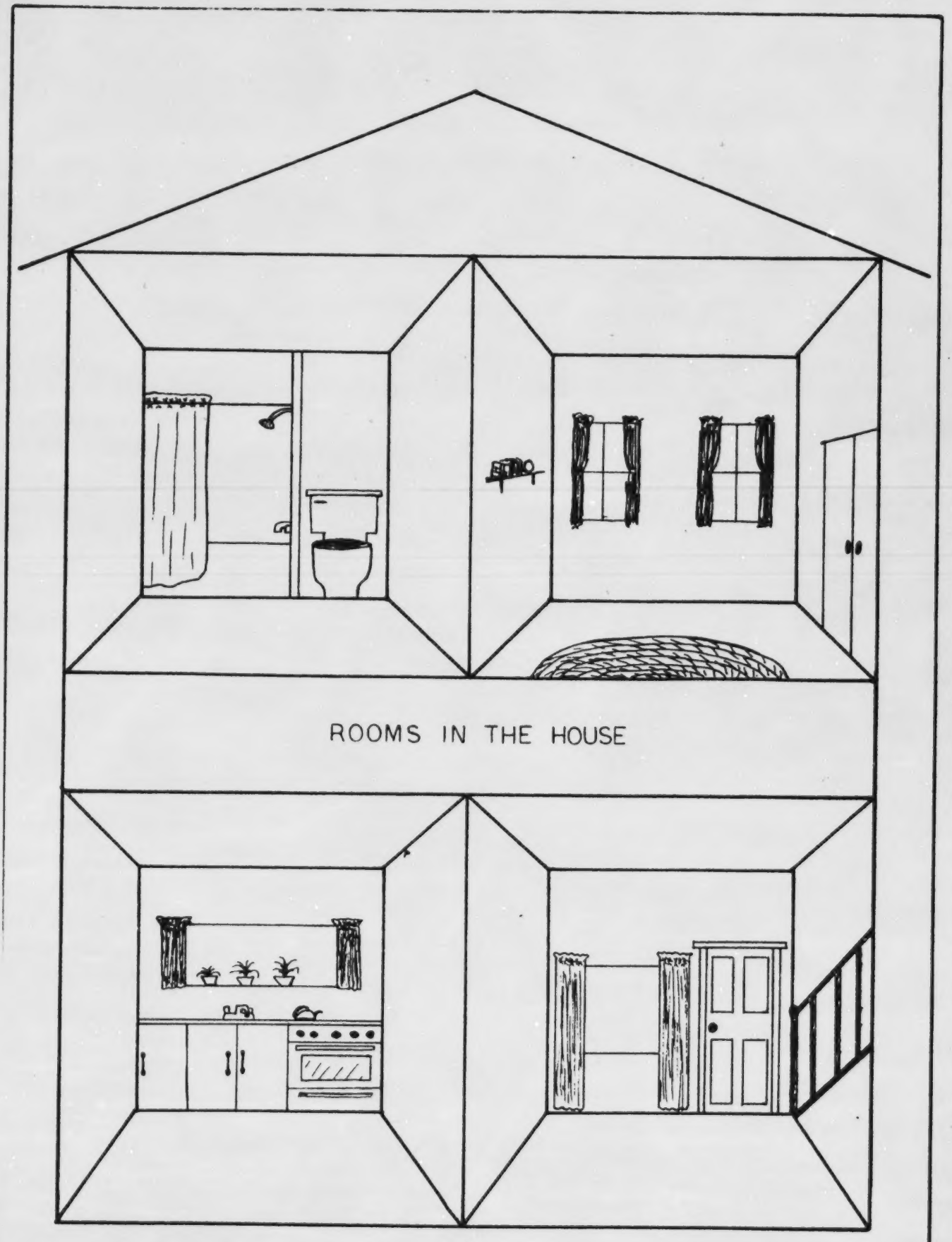
Hand out three or four of these magazine objects to each student. Display the "house" in the front of the room. Call on each student to name and place an item in the room that it belongs.in. If the item is named correctly, the student can attach it in the right room with a bit of masking tape. The object is for each student to get as many of his/her items in the house as he/she can name correctly.

Variation: The Fisher Price Play School House may be used in place of the tagboard drawing of the house.

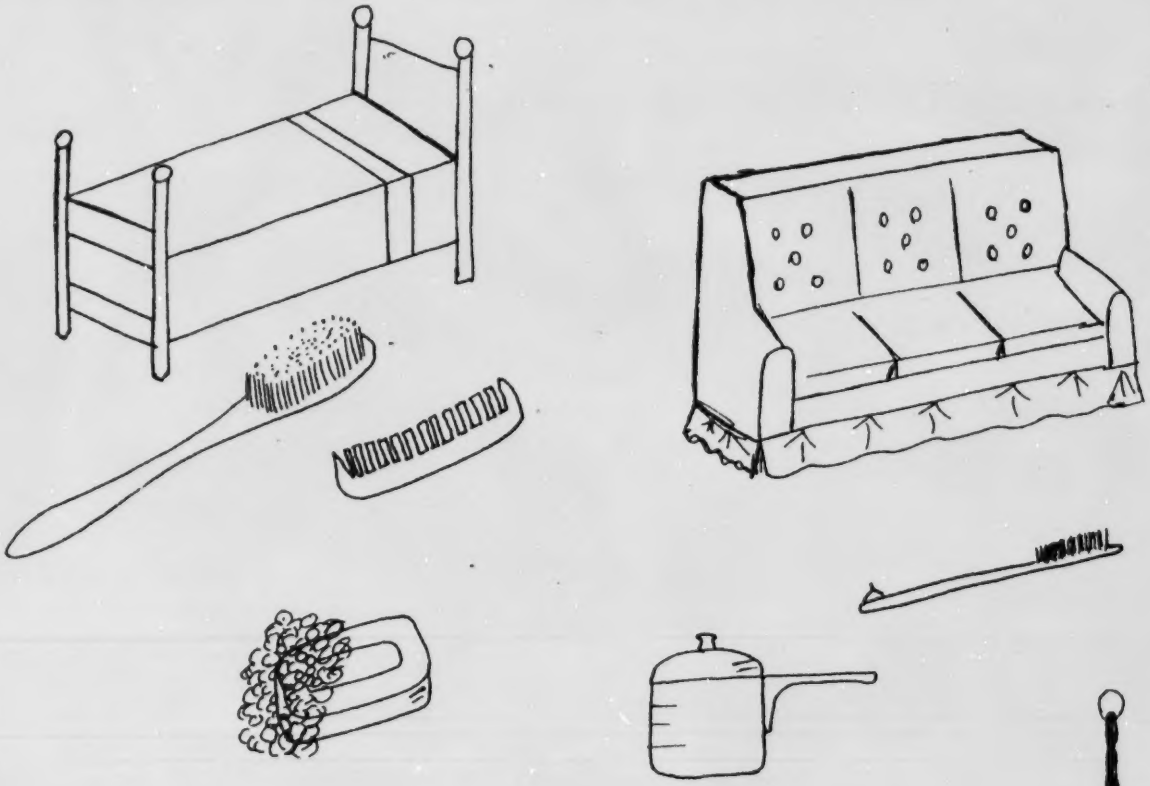
Sample Vocabulary:

Teacher: Naho:ten thi?

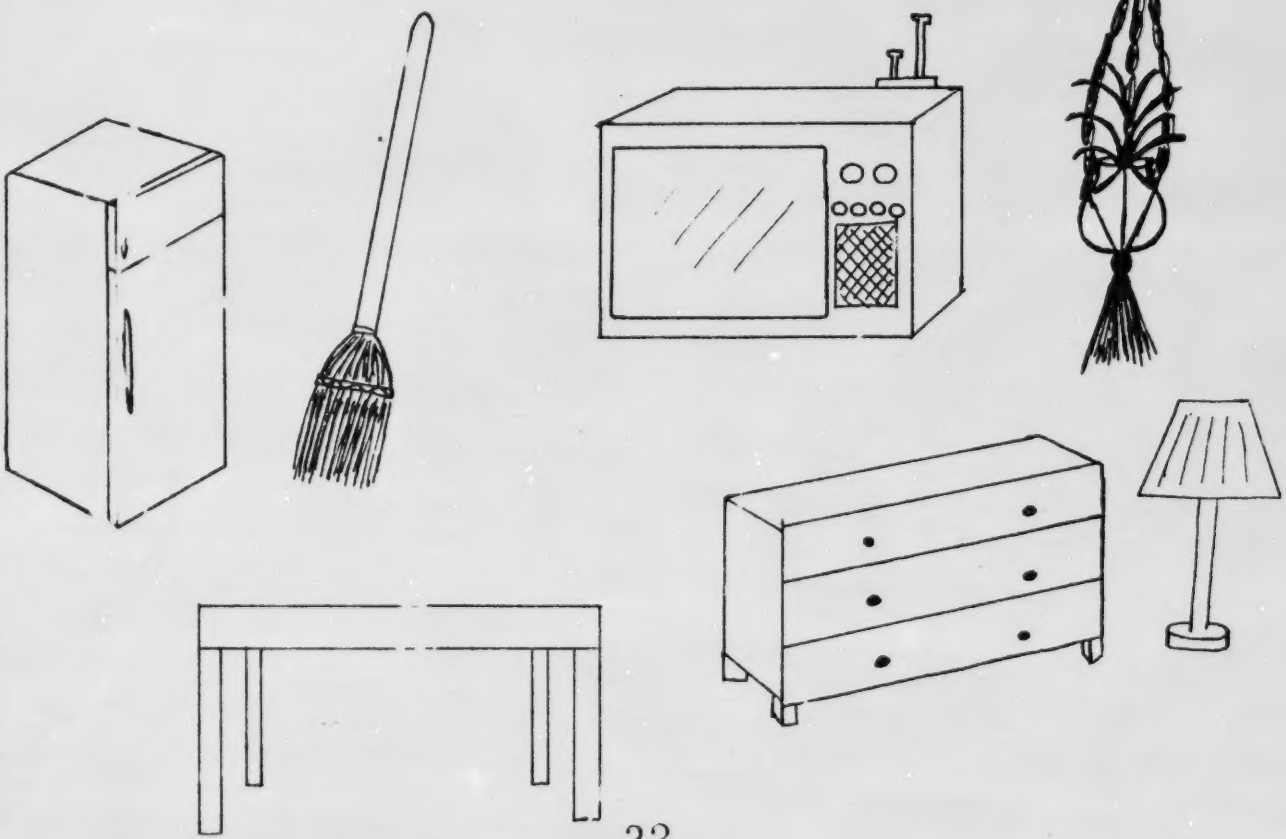
Student: Anitskwa:ra ki.



ROOMS IN THE HOUSE



ITEMS TO PLACE IN THE ROOMS OF THE HOUSE



HOUSEHOLD

TABLE SETTING GAME Purpose: Oral/Objective Association

Materials: 12"x15" colored sheets of construction paper for place mats, one for each student. Several pictures or drawings of a table setting e.g. dish, knife, spoon, fork, glass. Actual items.

Procedure:

Give each student a "Place Mat" and "Place Setting". Teacher holds up an item, such as a plate, and calls on a student to name it. Each student should repeat the name of the object as he/she places it on the mat. There is no winner in this exercise and it may be repeated over and over for practice in oral pronounciation of the objects.

Variation:

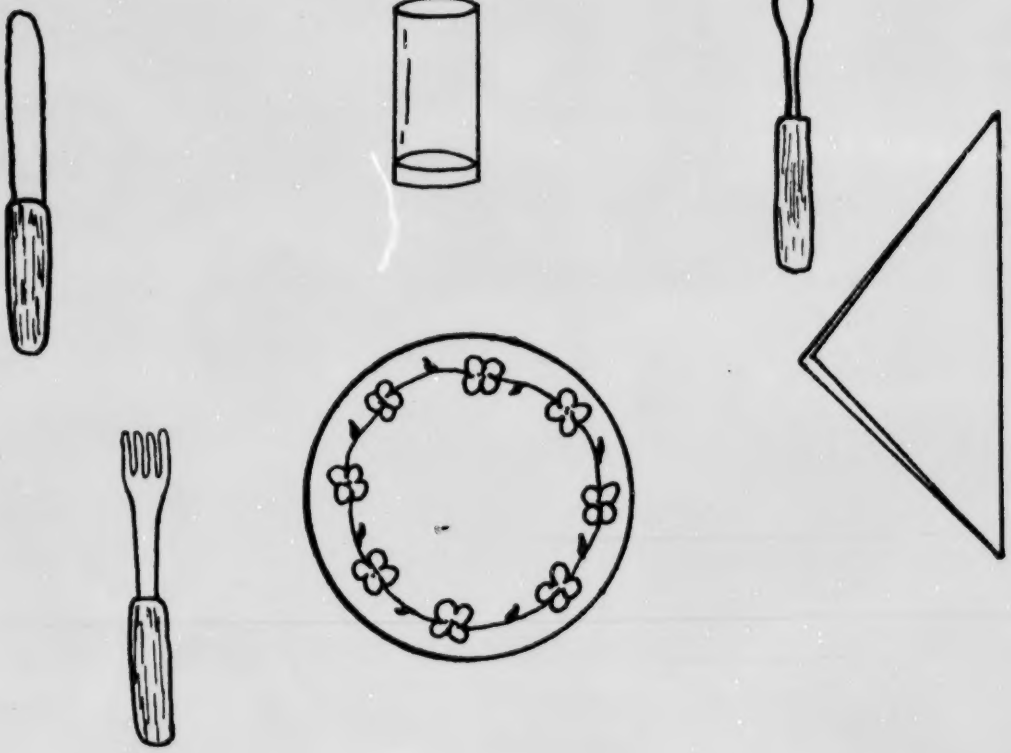
Actual dishes and a place setting might be placed on a table or desk in the front of the room. Call on a student and ask him/her to place an item in the proper place on the place mat. Be sure that each item is pronounced correctly. This can be used in conjunction with the"Menu Game."

Sample vocabulary:

Teacher: Nanò:ten?
Student: Ó:wise' ki:ken. Hén, Ó:wise' ki:ken.
Iah, ó:wise' thí:ken..

* The above game might be varied to include the presentation of the pronouns: my, your e.g. Sakè:ra, Sa:wise' or Akwá:wen ó:wise', akwá:wen akè:ra.

OBJECTS FOR TABLE SETTING



PLACE MAT

MONEY

MONEY

SHOPPING Purpose: Conversation

Materials: Construction paper, scissors, magic markers, magazines, paste.

Procedure:

Cut out circles from the construction paper representing dimes, nickles, pennies, quarters, half-dollars. Mark each circle with the magic marker e.g. 10¢, 5¢, 1¢, 25¢, 50¢.

On a larger piece of construction paper, paste on magazine items that students might buy e.g. candy bar, food items etc. Mark each item as above with the denomination. Display this sheet on the blackboard or bulletin board.

Method:

Distribute the play money among the students. Call on each student and give him a chance to choose an item to buy.

Sample conversation:

Teacher: Naho:ten isehre'?

Student: Wakerako otsikhe:ta'.

SEASONS/WEATHER

SEASONS/WEATHER

BINGO Purpose: Language Association

Materials: 8" x 12" tagboard pieces. Divide each piece into 6 or 9 squares. Place pictures of weather or seasons in each square e.g. snowing, raining etc., corn or chips.

Procedure:

Distribute each playing board to the students. Give each student something to mark the pictures when called (corn, chips). Call out the weather. If the students have a picture of weather on their playing board, they place the chip there. Those students that finish or mark all of their pictures, name these pictures. If they are correct, they win.

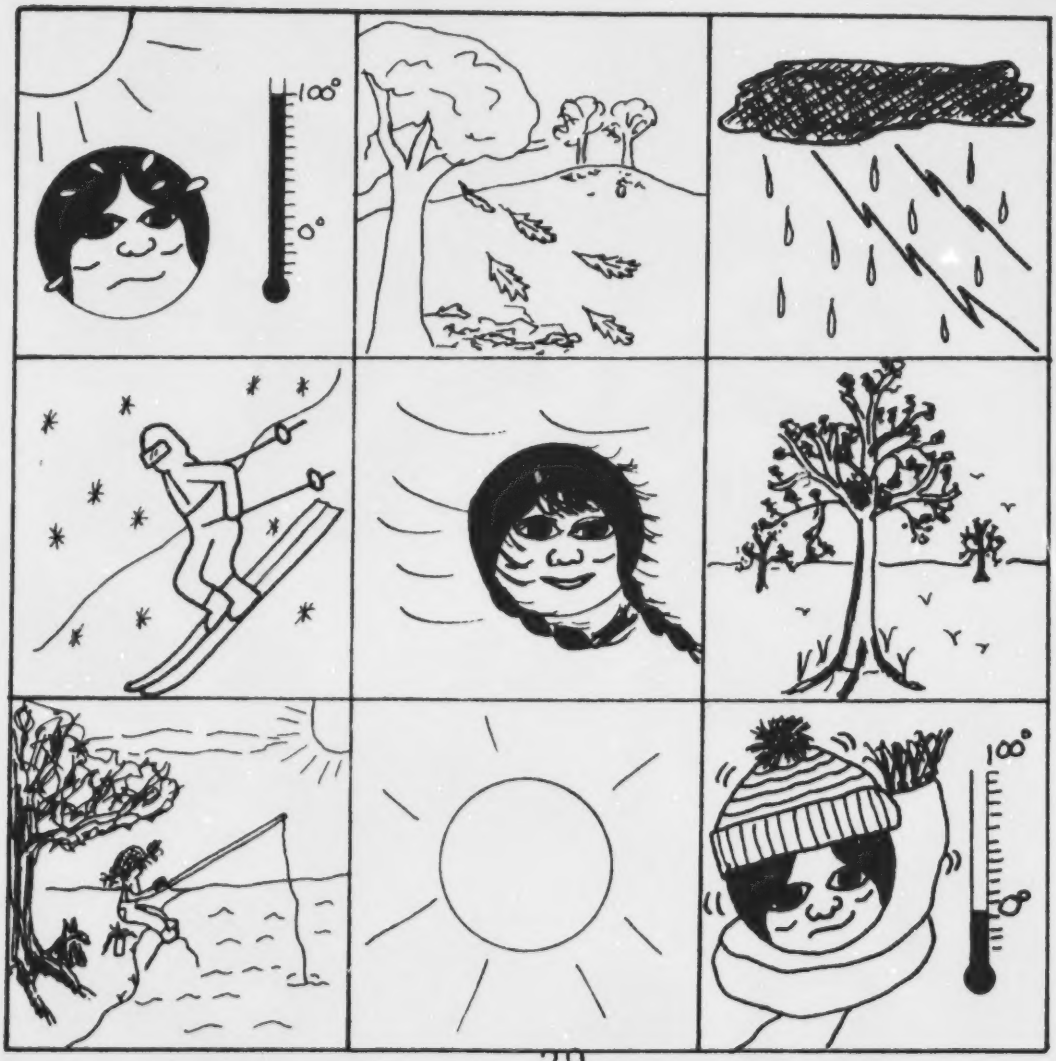
Sample conversation:

Iokenó:ron.

Iorahkote'.

Iokerén:'en.

SEASONS/WEATHER BINGO BOARD



Inalienable Possessive Pronouns

BODY PARTS

BODY PARTS

THE PUT TOGETHER Purpose: Oral/objective Association

Materials: Cut out body parts for body, head, arms/hands, legs/feet. Paper Fasteners.

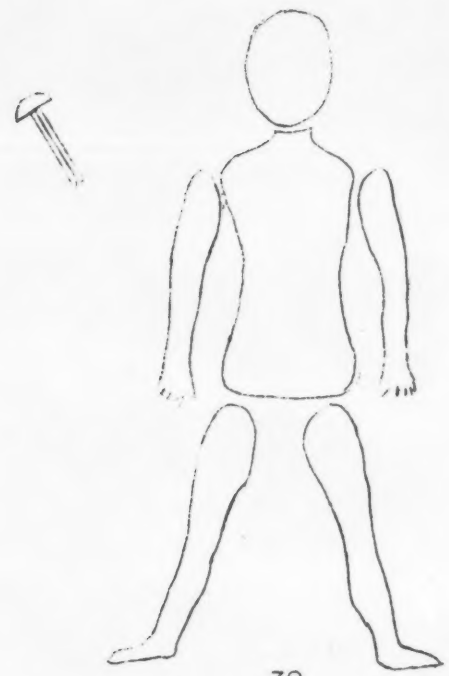
Procedure:

Hold up a larger "body part" model. Have this model also in "parts". Hold up the head and ask the students what it is. Continue with each part, giving the students each a turn. Ask the students to assemble the body as the parts are named.

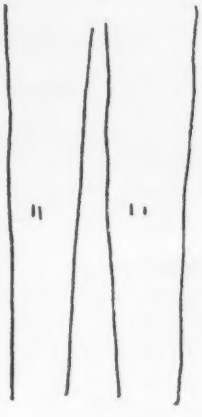
Sample conversation:

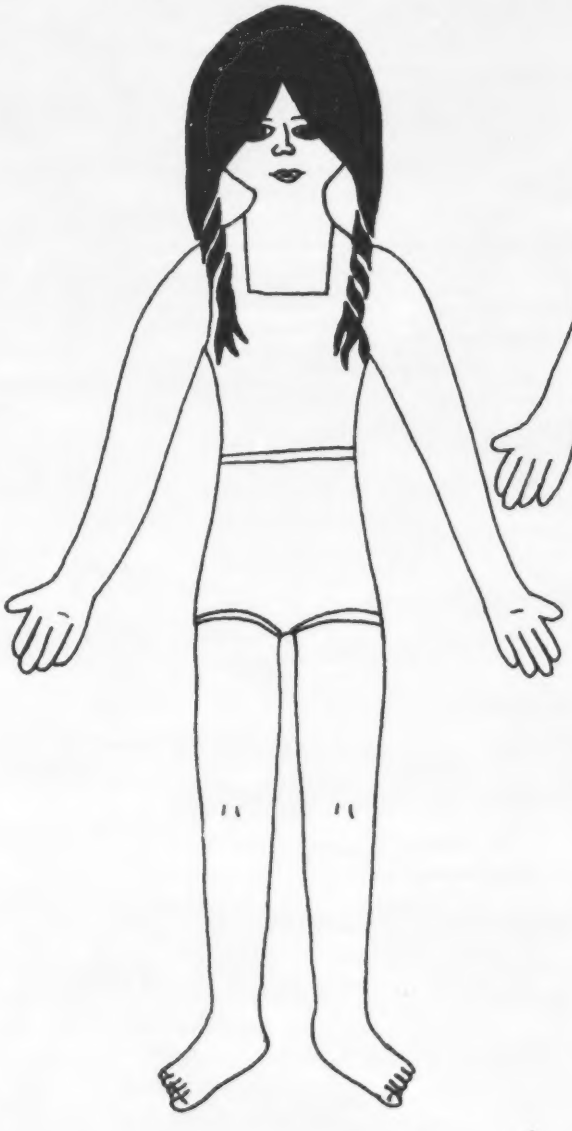
Teacher: Naho:ten ki?

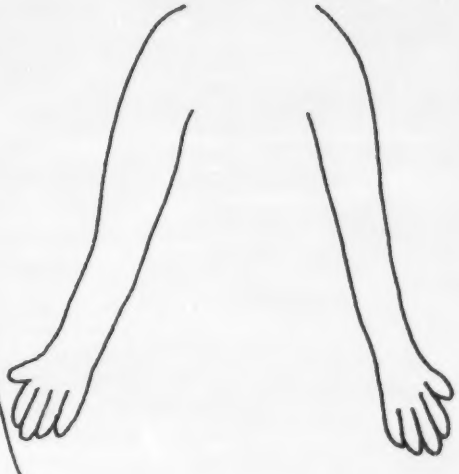
Student: Onon:tsi ki:ken.

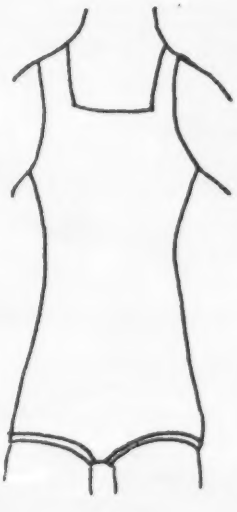


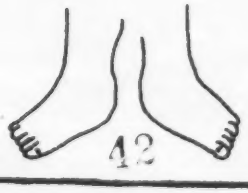
'JUST FOR FUN' BODY PARTS FOR USE IN GAMES, BULLETIN BOARDS ETC.











BODY PARTS

SIMON SAYS GAME Purpose: Association

Materials: none

Method: The leader stands in front of the class. He/she points to a body part such as head, arm, leg etc.

Sample conversation:

Leader: Nahò:ten ki? (pointing to his head)
Onòn:tsi ken thi:ken.

Students: Place their hand on their head if the leader is correct. If the leader is not correct (and tricks the players), then those students incorrect sit down.

*Variation- This game might be changed to include conversation for the pronouns my and your
e.g. Kenontsi:ne
Senontsi:ne

BODY PARTS

THE BULLETIN BOARD CLOWN Purpose: Oral response

Materials: Tagboard 18" x 21" (or larger). Magic markers, scissors, bulletin board, tack or pin, scarf.

Procedure:

Draw a large clown on the tagboard. Color it with magic markers and cut it out. Display it on the bulletin board.

Method:

Play a game with the students. Blindfold one student and give him a bulletin board tack (the kind that is like a pin, but larger head). Instruct the student to stick the pin in the clown. The student then takes off the blindfold and names the general part of the body that the pin is in e.g. body, head, arm, hand, leg etc.

ALL PURPOSE ACTIVITIES

THE OBJECT BOX

Materials: Small objects representing vocabulary being taught e.g. ball.

Procedure:

One student is chosen "it" to start the game. He/she chooses an object from the object box.

"It" - Nahò:ten ki?

Player - Athén:no kí:ken.

"It" - Hén, athén:no kí:ken.

or

Iáh, athen:no thí:ken.

If the player guesses it correctly, he/she has a turn to be "it". If he/she does not guess correctly, "it" continues to another player.

ASSOCIATION RUMMY

Materials: Construction paper, scissors, magazines, paste.

Procedure:

Cut about 50 - 2" x 3" (playing card size) pieces from the paper. Cut and paste appropriate pictures from the magazines on each card. It is important that the pictures come from three categories e.g. foods, animal, clothing.

Method:

Deal 9 cards to each player. Each child sorts the cards into categories. If a player has a set of 3 in any one category, he/she places the matched set in front of him/her, and names the three. Each player is given the opportunity to lay down 3 of one kind sets. The first player draws 1 card from the center pile. If this makes a set, he/she lays them down, naming each. The game continues until all cards in the center are played. The player with the most sets (named) wins.

Sample conversation:

Teacher: Naho:ten ki?

Student: Athen:no ki:ken.

TIC-TAC-TOE

Materials: Construction paper, scissors, magic markers, magazines, paste, chips.

Procedure:

Cut pieces about 8" x 11" for playing cards. Divide each card into 9 squares. Cut several small "chips" from the paper and write an X one group and O on the other one. Cut pieces about 3" by 4" and paste the pictures cut from the magazines on each card. Place these in a pile face down.

Method:

Two players use one playing card. Each player chooses X or O chips. The first player picks up a picture card and names the picture. If it is named correctly he plays his/her "chip". If the picture is not named correctly, it goes to the bottom of the pile and a turn is lost. The next player takes a turn. The first player to get a tic-tac-toe (3 in a row) wins.

Variation:

This could be played on the blackboard, with the class divided into two teams. Proceed as above placing the X or O with chalk instead of paper chips.

BINGO

Materials: Tagboard, scissors, magic markers, magazines, chips.

Procedure:

Cut the tagboard into pieces about 12" x 9". Make enough playing cards for each student. Divide the cards into 9-12 squares. Cut out pictures for the objects that you are teaching. Paste these into each square. Try to vary each playing card.

Method:

The teacher calls out the words, represented on the playing cards, one at a time. The student places a chip on the corresponding picture on the card. The student filling a row first and that can name the pictures correctly, wins the Bingo game. Once a person wins, the cards are uncovered and the game starts again.

FISH

Materials: Tagboard or colored construction paper, scissors, magnet, paper clips, dowel or stick, string, magazines.

Procedure:

Cut several fish shapes from the paper. Attach a paper clip to each one. Place a picture of an object on each fish (cut from magazines). This can be stapled on. Attach the string to the stick and tie the magnet on the other end.

Method:

Students take turns "fishing" and the "fish" that they catch can only be kept if the picture on it can be named correctly.

NAME THAT CARD

Materials: Tagboard or heavy construction paper, magazines, scissors, paste.

Procedure:

Cut out at least 50 card size (the size of regular playing cards) pieces. Cut out magazine pictures for the objects being taught (e.g. animals, foods, etc.). Paste these on the cards.

Method:

Place a stack of cards face down in the center of the table. Let each player take three cards and place them in a row (face down) in front of him. Call on one student to turn his cards up, one at a time, and name each picture. A score of one is made for each picture named correctly. Those not named are kept in front of the player until the next turn. Another player takes a turn until all players have played. If a player names all three of his cards, he draws three more from the center pile. He playes until he cannot name a card. The player naming the most cards wins the game.

Sample conversation:

Teacher: Naho:ten thi:ken?

Student: Otsikhe:ta ki:ken.

DO YOU HAVE?

Materials: small object such as a penny.

Procedure:

Have the players seated. Choose one player to be "it" and sit with his/her back to the group. All of the children close their eyes and all but "it" puts out a hand. The teacher walks among the players and puts the object in one player's hand. The teacher then tells the players to open their eyes and "it" turns around and starts questioning the players.

Leader: Sahwístaien kén énska sánts?

Player: Hén, wakhwístaien énska sánts.

Iah, tewakhwístaien énska sánts.

SERÁ:KO

Materials: 52 plain 3" x 5" index cards. Magic markers,

Procedure:

On each card draw a picture representing the vocabulary being taught.

Method:

Shuffle the cards and deal out five to each of four players. Place remaining 32 cards face down in a draw pile. Each player in turn asks for a picture from any other player in an attempt to obtain a match for a picture in his/her hand. When a pair of pictures is obtained, the player lies it down. If a player requests a picture from another who does not have it, that player tells the opponent to será:ko (pick it up--from the table or draw pile). The child who lies down all of his cards first wins.

Sample conversation:

Q. Sanáskwaien kén ohkwá:ri?

A. Hén, wakenáskwaien ohkwá:ri.

OR

Iáh, será:ko.

Variation:

Pictures might be cut from magazines and pasted on the playing cards.

GRAB BAG

Materials: Oaktag, pictures from magazines/catalogs, paste, paper bag, scissors.

Procedure:

Cut 4" squares from the oaktag. Paste on pictures representing the vocabulary to be reviewed.

Method:

Place the picture cards in the paper bag. The teacher goes to each student and lets him/her select a card from the bag. He/she must name the picture to keep it.

The student getting the most pictures wins.

"TEACHING MACHINES" TO MAKE

CATEGORY BOXES

Materials: File boxes, cigar boxes (or other small boxes), colored paper, magazines/catalogs, scissors, paste, magic marker, file cards (3x5).

Procedure:

Cover each box with brightly colored paper, a different color for each box. On each box label the box with a magic marker e.g. Naho:ten? Ohniwahsohko:ten? Thoni:kon.

On each card, paste a picture from a magazine or catalog that corresponds with the categories that are being taught. Put the pictures inside the corresponding boxes.

Method:

Students may practice by themselves, with a 'helping' student or the teacher. Each card can be taken from the box and named.

ELECTRIC MATCH UP

Materials: 1.5 volt dry cell or 6 volt lantern battery, plastic coated flexible wire (18"long), file folder, brass fasteners, thin plastic coated wire (telephone wire), bulb.

Procedure: Battery and Bulb Circuit

Strip about 2" of the plastic coating off both ends of each piece of wire. Attach one wire to each battery terminal. Wrap the other end of one of the wires around the bulb and secure it with a piece of plastic tape. being careful not to cover the bottom of the bulb. Leave the remaining end of the second wire exposed or secure it around a large brass fastener. Touch the bottom of the bulb to the end of the other wire--the light should go on!

*Note: A similar set-up can be made with two flash light batteries, thick rubberbands and clips however, is more difficult to assemble.

File Folder Programs

Any set of matching items can be programmed e.g. picture-word association, syllable-picture association, categories, furniture to rooms (pictures), clothing to people (pictures), etc. Glue one of each pair down the left side of the file folder face. Glue the matching pictures down the right side of the folder. Cover with clear contact paper or laminate.

Place a brass fastener through the cardboard next to each picture.

Open the file folder. Cut lengths of wire long enough to connect each matching pair. Strip the ends of the wire and wrap around the fasteners corresponding to each match. Open the fasteners over the wire.

Close the folder and test with your battery and bulb set up. The light should go on when the ends of the battery wires are touched to the fasteners of a matching pair!

Method (of use):

Sudents can use the electric match to teach themselves new material or to practice material that has already been presented in other ways. This can be used in a learning center area of the room. Older children often enjoy making programs themselves. Although file folders are a convenient material, electric match programs can be made on tri-wall and other types of cardboard, on a larger scale.

THE TV LEARNING ACTIVITY

Materials: Medium size cardboard box, scissors, wrapping paper, 2 dowels (width of box), tacks, magazine pictures or magic markers for drawing pictures.

Procedure:

Unroll the wrapping paper and draw or paste the pictures in a sequence. The size of the section for each sequence will depend on the size of the 'TV screen' in the front of the box. Roll the paper up so the pictures will be in sequence when unrolled.

Cut a large hole in the side of a cardboard box, leaving a 2" margin at the top and the 2 sides. Leave a 6" margin at the bottom. Cut two small circles on each side of the box and insert the dowels. Tack the end of the roll of wrapping paper to the top dowel. Roll the edge of the paper around the bottom dowel. This bottom dowel is the one that will be the receiver for the unrolled paper. The 'TV' may be decorated with magic markers.

*The 'TV' may display a variety of learning activities- picture words, stories, phonics.

**This may be used as a teaching device with a group or might be programmed with a tape recorder to become a self teaching device for a learning center.

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